



Human Resource Program Standards for Ensuring a Welcoming Workplace Environment

CLASSIFICATION AND JOB STRUCTURING

Classification Plan Review

Class specifications should be periodically reviewed, evaluated and revised to ensure that:

1. Specifications accurately describe the work of the positions allocated to the class.
2. All entrance requirements are job related.
3. A requirement of experience in the employing agency, or restrictions on age, sex or physical characteristics, are deleted unless they have a direction relationship to the job.
4. Unnecessarily narrow experience requirements which reduce competition for promotions and transfers between program units are eliminated.

Career Development and Advancement

1. Career ladders should be developed to permit movement of capable lower level employees to higher classes solely through demonstrated performance and fitness by eliminating unnecessary barriers in the form of non-job-related qualification requirements for the higher level classes which cannot be obtained on-the-job in the lower levels.
2. Capable lower level employees should be assisted in planning for career development by counseling toward, and training necessary to qualify for, promotions.
3. An inventory of current skills and abilities of employees should be maintained to aid in the identification of persons to be trained and promoted.
4. Promotion patterns should be evaluated in order to broaden areas of consideration and bases for selection.
5. Promotion requirements should be evaluated for any discriminatory patterns.

RECRUITMENT

1. Network with minority groups, women's groups, and groups that support the needs of persons with disabilities to develop mutual understanding of needs.
 - a) Seek the assistance of the leaders of these groups in structuring a positive recruitment program.
 - b) Staff members should be available to speak before these groups and provide information on employment opportunities.
2. Emphasize in all recruitment contacts that nondiscrimination is a basic element of the organization's human resource program conducted in accordance with merit principles.
3. Establish relationships with schools (secondary, college, business or specialized) that actively promote the recruitment and employment of their minority, women, and student with disabilities.

4. Direct recruiting to minority group, women, persons with disabilities or older applicants will be facilitated if the employer:
 - a) Obtains and trains recruiters who relate well with the target community and are able to interest applicants in government employment.
 - b) Augments its recruitment program with qualified, trained minority women, persons with disabilities or older employees as recruiters.
 - c) Supplies feedback on successful employee recruitment sources.
 - d) Provides orientation and instruction to improve job-seeking skills, either directly or through cooperation with community organizations.
 - e) Encourages minority groups, persons with disabilities, women and older employees to refer other persons.
 - f) Utilizes appropriate intern, trainee, summer, part-time and cooperative education positions to help keep minority group members, women, and persons with disabilities in school with the long-range goal of preparing them for career positions.
5. Applicants should be fully informed about the nature of the selection process and their chances of gaining employment.
6. Upon request, provide rejected applicants with information on possible actions to improve their chances for employment.
7. Provide career counseling to current employees to point out promotional opportunities, identify training needs and reduce reluctance to apply for better jobs.
8. Review publications to ensure that language or photographs do not imply inequality between different groups of employees.
9. Provide a balance of ethnic and other group representation in photos and illustrations.
10. The application form should request only job-related information.
11. Job announcements should be readable and understandable for educationally disadvantaged prospective applicants.
12. The statement "An Equal Opportunity Employer" should be printed on outgoing correspondence, all recruiting literature and advertising.
13. Send information about job opportunities to radio and television stations newspapers and magazines with audiences comprised of minority groups, women, or persons with disabilities. Effective results can be achieved through such media by:
 - a) Using time available as a public service on radio and television.
 - b) Acquiring as much publicity as possible in publications, but using paid advertising if necessary.
 - c) Supplying news stories, including photographs of minority group individuals, women, and persons with disabilities and older workers.
 - d) Sending press releases to media regularly, but ensuring that they are newsworthy and are not routine in content.

SELECTION, APPOINTMENT AND PLACEMENT

Selection

1. Craft the selection process around the knowledges, abilities, skills, behaviors and other competencies required to do the job.

2. Informational material and sample test questions should be provided to candidates to allow practice for examinations.
3. Selection panels should include a balanced representation of subject matter experts. Each interview question should be related to an essential function of the job and the associated competencies.
4. Each interview question should be weighted in accordance with the associated competencies' value to the job.
5. Interviews should be structured such that each interviewee is asked the same questions in the same order.

Appointment

1. Information about the applicant process should be readily available to all applicants.
2. Managers and supervisors who conduct employment interviews should receive training and periodic refreshers on interviewing skills and techniques to better equip them to objectively assess the abilities of applicants.
3. Any selection system which requires that considerations of relative abilities and qualifications be subordinated to those of race, color, religion, sex or national origin in order to achieve a certain numerical employment ratio has the attributes of a quota system.
4. Managers with delegated appointing authority should certify that selection decisions were based solely on job-related factors when certificates of eligibles indicating selection are returned.
5. Retain a record of reasons why certified job applicants were rejected should be maintained as well as the numbers and applicant characteristics at the various points in the selection process: those receiving questionnaires, interviews, callbacks, background checks, hired.
6. The flow of minority members and women through the application and selection process should be analyzed to identify actual and potential sources of impermissible discrimination.

OTHER PERSONNEL ACTIONS

Employee communication and participation

1. Employees should be given opportunities to discuss individual problems informally and to obtain needed advice and counseling with confidentiality. AA/EEO/Diversity Counselors/Contacts should be easily accessible to employees for informal counseling and conciliation discussions.
2. A system should be provided for processing grievances and appeals alleging discrimination to an impartial body whose determination shall be binding upon a finding of discrimination. This process should be in writing and posted in accessible places for all employees to see.
3. Include supervisors' signatures in the affirmative action plan records acknowledging their understanding of the policy.

Performance evaluations

1. A factor for rating success in attaining the affirmative action plan objectives should be included in the performance evaluations of all supervisors and managers.
2. Employees, supervisors or sections demonstrating superior accomplishment in the AA/EEO/Diversity program should receive recognition.
3. The performance rating system should be reviewed periodically to determine its objectivity and effectiveness.

Employee benefits

All policies and practices relating to employee benefits (including leave policies, retirement plans, insurance programs, etc.,) should be reviewed to assure they are available on a nondiscriminatory basis.

1. Transfers
An analysis should be made of the reasons given by supervisors and employees for transfers (voluntary and involuntary) to help assure that no discriminatory situations exist.
2. Terminations
A program of conducting exit interviews with terminating employees, or obtaining post-termination questionnaires, should be established to ascertain whether real or imagined discrimination was a factor in their termination.
3. Working conditions
A system should be established to ensure that assignment of work place and resulting working conditions are made on a non-discriminatory basis.

TRAINING

1. Training opportunities designed to develop skills needed to improve current performance, to qualify for higher level positions, or to fill positions which workforce planning projections have identified as likely to be available in the future, should be provided to all employees on a non-discriminatory basis.
2. The basis of selection for training or educational leave should be established in a written policy and procedures established to ensure that it is applied objectively and nondiscriminately.
3. Provisions should be made for managers and supervisors to:
 - a) Receive orientation on the affirmative action plan, overall EEO plan and the administration of the policies and procedures incorporated therein.
 - b) Examine and react to policies, practices and behaviors that enhance or inhibit equal employment opportunity.

- c) Receive in-service training in such subjects as human relations, knowledge of different cultures, the potential contributions to the organization by older workers and the persons with disabilities, and understanding potential work situation conflicts that may be caused by ethnic, cultural, or socioeconomic differences in the composition of the workforce.
- 4. Current and proposed training programs should be examined to ensure their relevance to both the present and projected staffing needs of the agency or jurisdiction and the identified training needs of the employees. Employee achievement motivation and career goals, as they relate to the goals of the agency or jurisdiction, should be considered.
- 5. Training course participant data should be reviewed to ensure that training opportunities are being offered to all eligible employees on an equal basis.
- 6. An inventory of the current skills and abilities of employees should be developed to aid in the identification of persons to be trained.
- 7. Training should be coordinated with other public and private programs to eliminate duplication, maximize use of existing resources and permit initiation of needed but previously unavailable training programs.

PROGRAM EVALUATION

- 1. The major objectives of the EEO program evaluation are to:
 - a) Assess the effectiveness of management in:
 - 1) Identifying the factors and problems bearing on equal employment opportunity.
 - 2) Developing and implementing action programs to meet and overcome obstacles to full equality of opportunity.
 - b) Provide management with data upon which to base recommendations or directions for future remedial action.
 - c) Assure that action has been taken on prior recommendations and directions.
- 2. The evaluation should be directed toward results accomplished, not only the efforts made.
- 3. The evaluation should focus attention on assessing the adequacy of problem identification in the AAP and the extent to which the specific action steps in the plan provided solutions, rather than mere identification of remaining problems and recommendations for their solution.
- 4. The evaluation should determine that there is motivation for improvement and there is a willingness at all organizational levels to follow through on problem resolution. Suggestions for assuring that there is motivation for improvement include:
 - a) Closely integrating EEO with management and services so that the impact of managerial activities and decisions on EEO can be readily identified.
 - b) Establishing priorities in the action plan so that those problems which block fulfillment of the organization's goals the most are highlighted.
 - c) Including the greatest possible involvement of line managers to ensure that the action steps are realistic and that they are implemented.
- 5. EEO program should be reviewed and evaluated against the affirmative action plan at least annually. The review and evaluation procedures should include, but not be limited to, the following provisions:

- a) Each section of the organization will make annual and such other periodic reports as are needed to provide an accurate review of the operations of the EEO program in that section and to measure progress toward the objectives set in the section's supplemental affirmative action plan. These reports should be reviewed by the EEO Coordinator, the EEO Advisory Committee and the executive head of the agency or jurisdiction.
 - b) The EEO Coordinator should make an annual report to the executive head of the agency or jurisdiction containing the overall status of the programs, results achieved toward established objectives, identity of any particular problems encountered and recommendations for corrective actions needed.
 - c) Copies of the annual report will be submitted to the central personnel agency or department and to the EEO Advisory Committee for review and evaluative comments.
 - d) Copies of such reports should also be furnished to interested agencies of the jurisdiction, such as Human Resources Commissions, etc., or as otherwise directed by executive and/or legislative orders or requests.
- 6. The affirmative action plan will be reviewed at least annually, revised as necessary and new objectives and timetables established for the ensuing year.
 - 7. Suggestions for prime resource tools in the evaluation process are contained in Section I of the Guidelines titled "Evaluation of Current EEO Program."